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AUTHOR Teas, Brenda
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ABSTRACT

A county (Harris County, Texas) education agency, along with Special Education Directors and Personnel Officers from the county's 24 school districts, identified problems in recruiting special education teachers and such related service personnel as psychologists, psychological associates, educational diagnosticians, speech therapists, art therapists, and music therapists. A goal was established to develop recruitment services that would help relieve the critical shortages, with three objectives: (1) train personnel in the Psychological Services Division to perform recruitment activities; (2) develop pools of critical shortage applicants available to work for the school districts; and (3) explore the feasibility of providing a Critical Shortage Job Fair. As a result of the practicum, job pools were developed in six occupational areas and made available to school districts; staff of the Psychological Services Division became skilled at carrying out the recruitment process for developing the job pools; and a decision was made not to hold a nationwide job fair due to a lack of graduates available for employment from other states. Appendixes contain forms used in evaluating the feasibility of the job fair and a "Recruitment Project Procedures Manual," which details the steps involved in advertising job vacancies, responding to inquiries, interviewing, recordkeeping, and communicating with the school districts. Includes 39 references. (Author/JDD)

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A RECRUITMENT PROGRAM FOR CRITICAL SHORTAGE
ELEMENTARY LEVEL SPECIAL EDUCATION TEACHERS AND
RELATED SERVICE PERSONNEL

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by

Brenda Teas

Cluster 31

A Practicum I Report presented to the ED.D. Program
in Early and Middle Childhood in Partial Fulfillment
of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1989

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier:

Marlene McKee
Marlene McKee

Director of Psychological Services
Title

Houston, Texas
Address

11-22-89
Date

This practicum report was submitted by Brenda Teas under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at NOVA University.

Approved:

11/27/89
Date of Final Approval of Report

Ellen Salce Rogers, Ph.D.
Ellen Salce Rogers, Ph.D., Advisor

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT.....	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
ABSTRACT.....	viii
 CHAPTER	
I INTRODUCTION.....	1
Description of Work Setting and Community	1
Writer's Work Setting and Role	3
II STUDY OF THE PROBLEM	5
Problem Description.....	5
Problem Documentation	6
Causative Analysis.....	8
Relationship of the Problem to the Literature	10
III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS.....	16
Goals and Expectations.....	16
Behavioral Objectives	16
Objective 1	16
Objective 2	17
Objective 3	18
Measurement of Objectives	19
Advertisements	19
Recruitment Inquiry Form	19
Application Packet.....	19
Job Pool Interview Form.....	19
Action Following Interview Form.....	20
Letter of Acceptance to the Pool and Permission to Refer.....	20
Applicant to the School Districts	
Job Pool Lists	20
Monthly Critical Shortage Update Report.....	21
Recruitment Request Documentation Form.....	21

Procedures Manual.	21
College Graduate Critical Shortage Questionnaire/College Graduate.	21
Critical Shortage Report/Critical Shortage Job Fair Voting Form	
IV SOLUTION STRATEGY.	23
Discussion and Evaluation of Possible Solutions.	23
Description of Action Taken.	33
In-House Training.	33
Advertisement and Development of Applicant Pool.	34
Job Fair Exploration.	40
Calendar of Events.	43
Solution 1.	43
Solution 2.	43
Solution 3.	44
V RESULTS, CONCLUSIONS AND RECOMMENDATIONS.	48
Results.	48
Results of General Goal.	48
Results of Specific Objective.	48
Conclusions.	54
Recommendations.	56
Recommendations to Improve Implementation.	56
Recommendations for Further Solutions.	56
Dissemination.	58
REFERENCES.	59
APPENDICES	
A Approval to Include Forms.	64
B Organizational Charts.	66
County Department of Education Organizational Chart.	67
Psychological Services Division Organizational Chart 1988-89.	68
Psychological Services Division Organizational Chart 1989-90.	69
C Description of 3-Hour Training Session.	70
D Procedures Manual.	72
E Procedures Manual Appendix.	83
Sample ads for each occupational group.	84
Recruitment Inquiry Form (RIF).	90
Application packet: Memo to applicant, types of service, application form, tests familiarity form, reference form.	91

	Letter that application was received.	96
	Job Pool Interview Form (JPIF).	97
	Action Following Interview Form (AFIF).	99
	Letter Inviting Applicant to Job Pool.	100
	Permission to Refer Applicant to the School Districts (PRASD).	101
	Initial Letter Notifying the Districts About Job Pool and attachments:. . .	102
	Recruitment Pilot Access Procedure, Fee Schedule, Service Agreement	
	Critical Shortage Update Report.	106
	Recruitment Request Documentation Form (RRDF).	107
	Job Pool Lists.	108
	Recruitment Pilot Project Feedback Form (RPPFF).	109
F	Job Fair Feasibility Forms.	110
	College Graduate Critical Shortage Questionnaire.	111
	Second Questionnaire Memo.	112
	College Graduate Critical Shortage Report.	113
	Critical Shortage Job Fair Voting Form.	114

LIST OF TABLES

Table

1	Phase I: The Recruitment Process.	49
2	Phase II: Response to District Requests	50
3	College Graduate Critical Shortage Report.	52

ABSTRACT

A Recruitment Program for Critical Shortage Elementary Level Special Education Teachers and Related Service Personnel. Teas, Brenda D., 1989: Practicum Report, NOVA University Ed. D. Program in Early and Middle Childhood. Descriptors: Recruitment/Special Education/Job Fairs/Related Service Personnel/Special Education Teachers

This practicum addressed the need for enhancing recruitment efforts for critical shortage special education personnel in a countywide area. The county education agency along with the Special Education Directors and Personnel Officers from the 24 school districts in the county identified serious problems in recruiting various types of special education teachers and the following related service personnel: psychologists, psychological associates, educational diagnosticians, speech therapists, art therapists, and music therapists. A review of the literature reveals that such shortages are typical nationwide.

The writer's goal was to expand the service delivery system of the Psychological Services Division to provide recruitment services that would help relieve the districts in the county of critical shortages in special education. This goal was accomplished through three objectives: 1) to train personnel in Psychological Services to perform recruitment activities, 2) to develop pools of critical shortage applicants available to work for the school districts, and 3) to explore the feasibility of providing a Critical Shortage Job Fair.

As a result of the practicum: 1) job pools were developed in six occupational areas and made available to the school districts, 2) Psychological Services Division staff became skilled at carrying out the recruitment process designed for developing the job pools, and 3) a decision was made not to hold a nationwide job fair due to questionnaire data showing lack of graduates available for employment from other states.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

This practicum work setting was a County Department of Education (CDE) that serves 24 school districts. These districts encompass a few small rural districts, several suburban districts with student populations of 10 to 35 thousand, and one large urban district with close to 200,000 students. This CDE was one of two left in the state. All others were dissolved by law. This county agency was allowed to continue because the local area levied a tax to support the continuation of service. There are six divisions in the organization: Business, Psychological Services, Staff Development, Adult & Continuing Education, Special Schools, and Therapy Division. There is an assistant superintendent and superintendent over the division directors. A seven member board of education is elected and functions in the same way as boards of education for each school district. This CDE has no regulatory powers. The philosophy of the organization is to respond to the expressed needs of the districts. Since the tax base for the organization is limited, many of the services are provided to the districts for a fee. In these cases, the organization contracts with the district to provide service at approximately 2/3 of the cost and the county uses its tax money to cover the other 1/3 of the cost.

Until the 1988-89 school year, the Psychological Services Division included an adaptive behavior center and a large staff of occupational and physical therapists (OT/PTs) as well as doctoral and sub-doctoral psychologists, counselors, and diagnostic staff.

In the Spring of 1988 this writer assisted the Director of Psychological Services in

developing a restructuring plan which resulted in Psychological Services dividing into three Divisions. The adaptive behavior center expanded to two other school locations and became the Special Schools Division. The OT/PT staff became the Therapy Division. The Psychological Services Division was left with the following staff: a director, two coordinators, two assistant coordinators, three secretaries, twenty part-time psychologists, three full-time psychological associates, approximately 12 part-time psychological associates and educational diagnosticians, one music therapist, one art therapist, and one speech therapist. These staff provide a variety of counseling, consultative, and testing services to the 24 school districts in the county. The Director and two Coordinators have a contract talk in the Spring of the year with the Director of Special Education in each district to identify services needed for the following school year. A formal agreement to provide service is signed with each district. The administrative staff of the Psychological Services Division (Director, Coordinators, and Assistant Coordinators) advertise, interview, and hire staff to provide the requested service. The administrative staff also assign the direct service staff to the districts, supervise, inservice and evaluate the performance of the staff, work with the Special Education Directors to evaluate the service and solve any problems or conflicts.

Writer's Work Setting and Role

This writer has been employed by the CDE for 14 years as an Associate School Psychologist which is a master level certification in school psychology. Responsibilities the first three years included psycho-educational testing, counseling, consulting, and some workshop training. This three years paralleled nine years of previous experience in two other employment settings. For the past 11 years, this writer has been an administrator (called Coordinator) in the Psychological Services Division of the CDE. Although initial responsibilities involved coordinating services and supervising staff, responsibilities have been changed and expanded during the past seven years to include overseeing business operations, managing the process of budgeting and purchasing, developing computer operations for the Division, and performing special projects such as research or pilot studies, needs assessments, etc. During the 1988-89 school year, the responsibilities of this writer included the development of a plan for expanding the Psychological Services Division's service to the districts in two areas:

- (1) Providing psychological services to regular education as well as special education;

and

- (2) Assisting the school districts with employment recruitment in the critical shortage areas. This practicum focuses on this area of responsibility. The CDE has assisted the school districts with staff recruitment in an indirect way in that the districts have contract with the county for positions in which the districts have had Faculty recruiting. The CDE then hires the staff, supervises the staff, and provides the requested service, e.g., counseling, testing, speech therapy, etc. However, the CDE has not provided a recruiting service in which individuals are

recruited and then turned over to the district for hiring and supervision.

See Appendix B for the organizational structure of the CDE, the Psychological Services Division, and this writer's role.

CHAPTER II
STUDY OF THE PROBLEM
Problem Description

The Special Education Directors in the county have experienced employment recruitment problems. There has been a shortage of certain types of teachers and support staff. These shortages are primarily in the area of Special Education. Although the State Education Agency has been pushing the philosophy that all children can learn together and is recommending that regular education teachers take more responsibility for educating special-needs students, most of the teachers are not sufficiently trained to serve special students in their regular classrooms. It seems that the colleges have not produced increased numbers of support staff such as speech therapists and diagnosticians. These shortages have existed for years and there are no signs of improvement.

Each district has been working independently to recruit staff. As one personnel officer put it, "We are all trying to recruit the same small percentage of individuals." It seems that a countywide cooperative effort should be developed. The districts have requested assistance from the CDE.

If the problem were solved or improved, the 24 school districts in the county would have more of a coordinated system of recruitment that would help decrease staff shortages throughout the county. Briefly stated, then, the problem for this practicum was: The school districts in the county are experiencing critical shortages of certain types of special education staff and the Psychological Services Division of the CDE wants to respond to the district's request for assistance.

Problem Documentation

Specific information about the problem with staff shortages was revealed through a visit with many of the Special Education Directors in the Spring of 1988. Sixteen out of 17 districts polled said they were experiencing recruitment problems and felt the need for assistance. Some of their comments regarding staff shortages and the possibility of the CDE assisting were:

"I have always thought there should be a coordinated effort."

"We have six Special Education terminations."

"Speech Pathology keeps drying up."

"We always need ED teachers."

"Could have packets with maps of each district and data sheets."

"Districts pay \$100 each or one day of consultation. Could have enough money to pay for a booth and sending one person."

"The need is there, especially ED teachers and Speech Therapists."

"I would like to see teacher internship set up because teachers right out of school are ill prepared."

On February 23, 1989, the Psychological Services Division's administrative staff called a meeting with the Special Education Directors and the Personnel Directors from the school districts in the county. One purpose of the meeting was to verify impressions that the school districts of the county were experiencing critical shortages of some teachers, related service and support staff. Fifteen special educators and personnel officers attended. Ten school districts were represented. The group reported that there were critical shortages for speech therapists; psychologists; teachers for severely

handicapped, emotionally disturbed, autistic, deaf; hospital teachers; interpreters for the deaf; diagnosticians; bilingual teachers; and teachers for English as a second language. One district needed science teachers. However, for most districts, previous shortages in math and science teachers seemed to have subsided. Some districts were having difficulty getting enough regular elementary teachers to keep the 1:22 ratio.

Causative Analysis

During the February 23, 1989 meeting with special education and personnel directors, the following reasons were given for the critical shortages the districts were experiencing:

- (a) Certification has been a complex problem. Some districts have good people on temporary permits but will lose them because certification requirements are so stringent. Some were in favor of alternative certification procedures while others were afraid it would lessen the quality of teachers. Out-of-state teachers have had to face a statewide teacher's exam during their first year in the state and this frightens some away. Also, the universities are cutting back on programs and not offering the courses at night that those on permits need to take.
- (b) There has been a smaller pool of graduates coming out of the colleges than is needed. Not enough good students, especially minorities, are going into teaching.
- (c) Salaries and benefits have not been adequate. Many of the support staff such as psychologists, speech therapists, occupational and physical therapists are licensed and can make more money in private practice. There was little or no ability to negotiate salaries or benefits such as insurance coverage.
- (d) Retention of staff has been a serious problem. There was a big need for employee assistance/support programs.
- (e) Marketing was a problem. There was a need to expand both short-term and long-term efforts.
- (f) Political action was an important issue. How could districts get the State Education Agency, the State Board of Education, and the legislature more involved

in helping to solve these problems?

- (g) Regular education teachers were more plentiful. However, most of them lacked the training they needed to work with special students.

The President of the state personnel association, in a telephone conversation with this writer, reiterated many of the problems already discussed. He stated that greater areawide marketing efforts were needed in addition to greater support for staff and the retraining of regular educators to take on greater responsibility for special students.

In April, 1989, this writer visited with one of the State Board of Education members who was also chairperson for the personnel committee of the State Board of Education. She reported that current certification requirements were an obstacle to recruitment. Her committee was looking at alternative certification procedures that could channel individuals into the Special Education areas where there were critical shortages. Twenty-five percent of the school districts in the state had already devised alternative certification systems and had appealed to the State Board of Education for approval to proceed with their plans.

Other than a yearly areawide job fair organized by the local personnel association, this writer observed that there seemed to be very little local coordinated effort for recruitment of staff. Each district was working independently to advertise and recruit. In summary, lack of areawide coordinated efforts and insufficient training of staff that were available seemed to be the predominant causative factors expressed by these local and state educators regarding recruitment problems.

Relationship of the Problem to the Literature

A review of the literature published over the last ten years verified the existence of the problem of recruitment in special education nationwide. In an article published in the Journal of Learning Disabilities in October, 1986, Howard S. Adelman, Professor in the Department of Psychology at the University of California, wrote about the state of the art of recruitment practices for special education in the nation. Providing higher caliber personnel in the field of education first requires the ability to recruit and retain a share of society's most creative and brightest people. However, Adelman believed many problems have developed that are keeping high quality professionals out of the field of education, especially special education. One problem was that the public has a negative image of education compared to other professions. Another problem was the lack of valid criteria and procedures for identifying the characteristics of effective personnel. Thus, credentialing criteria had little to do with predicting the professionals who would be effective and make significant contributions to the field. Finally, once in the field, individuals not only faced great demands but also faced restrictive salary policies, differentiated staffing, little on-the-job support, and very limited opportunity for special status or advancement.

In June of 1987, the National Information Center for Children and Youth with Handicaps published a manual for administrators for developing special education personnel recruitment practices. The Center recognized that during this decade (the 1980's) recruitment and retention of well qualified staff in education became a high-priority issue for many reasons. Students of lesser academic ability were going into education. Two decades ago 22 percent of all degrees were in education. That percentage

decreased to 11 percent. While there was growth in minority populations in both special and regular education, minority teachers in both areas have been declining. The number of students graduating from high schools declined in the 1980's and will continue to do so through the 1990's. Retention has been a serious problem with an estimated one-half of those trained in the teaching profession leaving the profession within the first five to seven years. Quality of staff has been a problem. Teacher burn-out has been common. Although uneven across the states, the greatest shortages nationwide were for physical therapists, occupational therapists, speech and language personnel, teachers of the behaviorally disordered and seriously emotionally disturbed, and teachers of the severely handicapped, multiple handicapped and teachers for early childhood. Several years earlier, 1981, the State Department of Illinois collected information showing shortages in these same areas. About half of the unfilled positions in the state were in special education and related services. The data also showed a high rate of turnover in special education. In September, 1980, Smith surveyed attrition and personnel shortages in Michigan. The annual attrition rate for special education teachers was found to be 11%. New positions continued to grow in assignments with mentally impaired, visually impaired, hearing impaired, emotionally disturbed, speech disabled, and learning disabled. The need for school psychologists, social workers, occupational and physical therapists also increased.

Smith and Lovett (1987) along with the Higher Education Consortium for special education (HECSE), an organization of 36 institutions of higher education that have special education doctoral programs, studied the future supply and demand of college faculty members who train special educators. They sent surveys to the chairpersons of

36 institutions of higher education and also to individual faculty members. Results showed a decrease in the number of Doctor of Education degrees. The number of minorities attaining doctorates and becoming college professors for special education has been dropping. Also many faculty members were reaching retirement age and would need to be replaced. Almost half of those surveyed said they would retire earlier if early retirement plans became available. There seemed to be few applicants for open positions. Salaries at the colleges have been quite low. The HECSE data found the average teacher's salary was higher than the assistant professor's average salary. The authors concluded that in the next few years there would be a shortage of special education faculty to train researchers, teachers, and other direct service providers. Thus, the authors believed that a massive rebuilding effort should be initiated over the next five years.

Kaplan (1982) issued a series of monographs available from the National Resource Center for Para-professionals in Special Education. He believed that para-professionals were an often unrecognized and neglected force that should loom large in the future of special education to help combat critical shortages. Para-professionals were cost effective and would usually work part-time on a temporary basis. However, to retain their help, they needed to be well supported with training and supervision. They also needed to be credentialed and recognized for the contribution they make. According to Kaplan, the need for quality aides will probably never slack. The Community College can provide an important major service by becoming trainers for para-professionals.

Some studies looked at shortages at various levels of population density. These were all applicable to this practicum since the 24 schools that were in this practicum area range from very rural to very urban. Education USA, a weekly education newsletter

published by the National School Public Relations Association, performed a spot check of the nation's largest school districts to determine the current status of staff shortages. The results, published in the July 18, 1988 issue, showed no wide spread shortage in major urban areas for general education. However, shortage continued to exist for specialized positions such as bilingual and special education. The article also reported that there is concern that the nation will continue to underproduce enough staff to meet the demand in the coming years.

Numerous studies have focused on the severe recruitment problems of rural areas. Helge (1981) talked about three primary factors hindering service to the handicapped in rural America. These were: teacher recruitment and retention problems; problems based on rural terrain; and rural attitudinal problems. Ludlow and Wienke (1987) and Bell and Steinmiller (1989) reported on specialized training programs that have been developed in an effort to combat shortages in rural areas. Helge and Marrs (1982) found that rural areas were often forced to hire the young and inexperienced and then many of them abandoned the rural area because of cultural isolation and inadequate staff development. Positions may remain unfilled for months or years. Helge (1983) presented a paper at the American Council on Rural Special Education. She reported that 67% of all schools in the U.S. were rural and 33% of all students were served in rural areas which have high poverty levels and fast growing populations without a growing tax base. Rural areas also served higher percentages of handicapped children and had serious staff inadequacies. Attrition rates were high and preservice training programs were not designed to prepare students for rural areas.

Casto, Glendon and others (1981) looked at factors that would make training,

recruiting, and retaining personnel in rural areas work. They found that there were several conditions for living and working in rural areas that must be considered with applicants. Previous experience in a rural environment and appreciation of rural cultures was important. Professional independence was also a necessary condition since professionals in a rural area did not have the ability to consult with other professionals on a daily basis. Personnel working in rural areas needed rural recreational interests and a personal support system such as family or friends who lived nearby. Once an applicant met these criteria and was employed, retention was related to such factors as the physical work environment, satisfaction with job duties, reinforcement from students or clients, relationship with supervisor and co-worker, and availability of in-service training opportunities and support services. Other important factors related to retention were acceptance of the local climate and of the geography and acceptance of members of the rural community.

Several writers (Condon, 1986; Dopheide, 1986; and Dublinske, 1986) noted the shortage of speech and language pathologists, especially in the rural areas. Dopheide evaluated and described one college program designed to improve the supply of persons providing hearing, speech and language services to students. Dublinske addressed the concern of school administrators about speech and language shortages and suggested ways in which services could be provided without having qualified speech-language pathologists on-site.

Smith and Powers (1987) wrote about the scarcity of personnel to serve early childhood special education. They stated that some administrators felt they were in a no-win situation in attempts to serve the birth-5 population. They were expected to

narrow qualification and at the same time meet the demand in light of a nationwide shortage. The report of the National Association of State Boards of Education on Early Childhood Education echoed that there has been a severe shortage of early childhood professionals. The report also stated that the colleges in the United States were not turning out enough graduates to take care of even a fraction of the needs.

From these sources this writer concluded that recruitment and retention of well qualified special education staff has been and continues to be a nationwide problem. Some of the critical shortages identified by Special Education and Personnel Directors in this writer's local area have also been critical shortages in other areas across the nation. Shortages of professors at institutions of higher learning where special educators are trained are also anticipated. Shortages in special education have been common to all areas regardless of population density. The literature pinpoints multiple causes which demand both long-term and short-term efforts to resolve. Solutions require multifaceted approaches focusing on collaboration among schools, businesses, community organizations, colleges and legislative officials.

CHAPTER III
ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS
Goals and Expectations

This writer's goal was to expand the service delivery system of the Psychological Services Division to provide recruitment services that would help relieve the districts in the county of critical shortages in special education. This goal was accomplished through the implementation of the following objectives which became known as the Recruitment Pilot Project:

Behavioral Objectives

Objective 1

- Behavior: Trained personnel in Psychological Services to perform recruitment activities
- Standards: Completion of a minimum of three hours of formal inservice training on recruitment skills and the process used to carry out the Recruitment Pilot Project, understanding of the training process evidenced by advertisement in six critical shortage areas, documentation of 100% of calls and distribution of application packets, 100% of applicants interviewed, documented acceptance into the job pool, written procedures manual describing record keeping system and recruitment process
- Instruments: Advertisements, Recruitment Inquiry Form, application packet, Job Pool Interview Form; Action Following Interview Form, Letter of Acceptance to the Pool and Permission to Refer Applicant to the School

Districts, job pool lists, and procedures manual

This writer attended a six-hour training program regarding recruitment skills on April 26, 1989. This writer anticipated that the information from that seminar would be useful for inservicing all the central office staff who would be involved in the recruitment process. The training covered advertising, networking, interviewing, data collection and verification, and applicant evaluation. The actual training provided by this writer for all the central office staff included the above mentioned components as well as an overview of the purposes and procedures of the recruitment project and all instruments designed for carrying out the project. All activities to accomplish this first objective became known as Phase I of the recruitment project.

Objective 2

Behavior: Pool of critical shortage applicants available to work for the school districts

Standards: Monthly Reporting to the districts the type of applicants available, documentation of 100% requests made by the districts and the CDE's response, and documentation of feedback regarding the service

Instruments: Critical Shortage Update Report; Job Pool List; Recruitment Requests Documentation Form; and Recruitment Pilot Project Feedback Form

All activities required to accomplish this objective became known as Phase II of the recruitment project.

Objective 3

Behavior: Exploration of feasibility of providing a Critical Shortage Job Fair

Standards: Questionnaire sampling of 100 colleges, results tabulated and sent to districts, and feedback from districts regarding perceived need of job fair

Instruments: College Graduate Critical Shortage Questionnaire, College Graduate Critical Shortage Report, and Critical Shortage Job Fair Voting Form

Measurement of Objectives

Numerous instruments were created by this writer to demonstrate that all the behavior objectives were carried out, all standards were met, and to establish and ensure a smooth flowing system of recruitment. See Appendices D, E & F for sample copies of all instruments.

Advertisements

A sample one page flyer was developed for each occupational group. Each flyer was printed on a different color of paper to facilitate sorting during the mail-out process.

Recruitment Inquiry Form

This form was developed prior to implementation and was given to the secretaries at the initial training session to record 100% of the calls for applications and the distribution of applications. This form was also designed to allow for easy counting of the number of calls coming in, the number of applications sent, and the number of individuals calling from each critical shortage group.

Application Packets

Current application packets being used by the CDE were reviewed to determine if they could be used as they were or if some adaptation was needed. Only minor adaptations, such as change in address and phone number because of moving to a new building, were required.

Job Pool Interview Form

This form was developed by this writer prior to the interview stage and was used for interviewing and rating 100% of the applicants. Information received by this writer during previous recruitment skills training facilitated the development of this

instrument.

Action Following Interview Form

After the application packet came in, the interview was completed and the applicant was identified as acceptable for the job pool, the Action Following Interview Form was used to let the recruitment secretary know how to proceed with the applicant file. The interviewers filled out the form checking one of the following options: 1) Send letter inviting applicant to the job pool along with form called "Permission to Refer Applicant to the School Districts; or 2) This person will not be referred to the job pool. Please file folder with the inactive files.

Letter of Acceptance to the Pool and Permission to Refer Applicant to the School Districts

Acceptance into the job pool was documented through the "Letter of Acceptance to the Pool." Accompanying the acceptance letter was the form "Permission to Refer Applicant to the School Districts." When this form was returned signed, the applicant was added to the computer list of job pool applicants. The permission form allowed the CDE to release the applicant's name, address and phone number to school districts who called in wanting a list of job pool applicants.

Job Pool Lists

Names, addresses and phone numbers of individuals who signed and returned the "Permission to Refer Applicant to the School Districts" form were put in the computer and sorted according to occupational categories. When a school district requested a list of job pool applicants, the recruitment secretary would pull up the list for the category requested and send the district the list. Once an individual was hired, his/her name and accompanying information was deleted from the job pool.

Monthly Critical Shortage Update Report

This instrument reported to the districts the number and types of applicants generated. The first report explained how the applicants were to be accessed. The report went to all Personnel Officers and Special Education Directors.

Recruitment Request Documentation Form

This form was developed to record all requests for service coming in from the school districts. The date, name and address of person calling, district, and type of service being requested was recorded. The lower part of the form allowed for additional comments and a section to document follow-up of the results of the service when the request was for hiring through the CDE.

Procedures Manual

A record of all procedures and forms developed were recorded in a procedures manual along with a description of the record keeping system. Through the use of this manual, those other than this writer and her assistant can view the whole process and carry it out.

College Graduate Critical Shortage Questionnaire/College Graduate Critical Shortage Report/Critical Shortage Job Fair Voting Form

A one-page questionnaire (College Graduate Critical Shortage Questionnaire) that could be answered quickly and easily, and provide information about prospective graduates, was developed and sent to colleges. Results were recorded in a table form (College Graduate Critical Shortage Report) and sent to school districts for review. The writer anticipated that at this same time the school districts would be sent the Critical Shortage Job Fair Voting Form and would be asked to return this form voting on whether having a Critical Shortage Job Fair was a feasible recruitment strategy. However, the

voting instrument ended up not being used. Since the data from the colleges was so clear cut, voting on whether a job fair would be feasible was not necessary.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Many feasible solutions to recruitment problems, both long-term and short-term, were suggested by the literature. The National Information Center for Children and Youth with Handicaps (June, 1987) discussed twelve solution strategies. These were:

- (a) Create cooperative efforts between business, schools, and organizations.
- (b) Develop field-centered training programs to reduce adjustment problems of new teachers.
- (c) Let high school students take introductory college course in teaching.
- (d) Mobilize the business community to provide incentives such as loans, free rent, discounts, etc.
- (e) Identify and attract talented high school students and offer scholarships.
- (f) Provide around-the-clock, personalized support for staff.
- (g) Provide alternative certification for individuals with degrees outside of education.
- (h) Recruit retirees.
- (i) Use nonhandicapped peer tutors to work with special students.
- (j) Develop computerized recruitment and employment clearinghouse.
- (k) Hold job fairs.

Smith and Lovett (1987) added to the list with the following:

- (a) Improve the salaries of college professors so that more staff can be recruited when current ones retire.
- (b) Increase scholarships and loans with forgiveness provisions.

(c) Consider restructuring the college programs for special education.

Performing research to identify the characteristics of effective personnel and applying the information to credentialing criteria was highly recommended by Adelman (1986). He also believed in developing public relations programs, providing greater opportunity for advancement and taking political action to increase pay for education.

Bell and Steinmiller (1987) described a training model in which students at Arkansas College became certified in both special education and elementary education. This gave students greater job opportunity and allowed more flexibility for the hiring agency. Ludlow and Wienke (1987) also reported a university training program in which teachers were allowed to earn a Master's degree by taking 20 hours in special courses geared toward working with the severely handicapped and 9 hours of practicum experience.

Education USA (July 25, 1988) reported a successful media campaign called "Reach for the Power TEACH." Since the campaign began in February, 1989, many prospective teachers had called the toll free information number, 50,000 brochures had gone out, and 6,000 teachers had returned response cards with a 35% minority response rate.

For rural areas Helge and Marrs (1982) stressed the importance of matching applicants with local culture and norms and selling one's district by involving local businesses in the benefits package. Casto, Glendon and others (1981) discussed one successful program in which a newsletter was sent to the community to increase the awareness of the need for volunteers to work in the area of special education. Volunteers were solicited and trained to perform a variety of jobs including working in the homes with parents who had handicapped infants.

Dyck and Thurston (1987) developed a training program to prepare regular teachers in rural areas to work as special educators. The model was a multi-modal approach involving long distance teaching methods out of Kansas State University and summer on-campus course work. The training involved a network of interactive audio telecommunications, field experiences to be applied in the work setting and independent study. The participants engaged in several teleconferences which ranged from guest speaker presentations to discussion of reading assignments. Summer activities involved on-campus simulated lab experiences. In the fall, teachers applied their new skills in their work place. Continued teleconferences provided students with a link to the university for problem-solving.

Providing training in rural school districts was also an area of concern to Knowlton (1987) who described a flexible teacher training program involving intensive summer courses, relevant practicum experiences and correspondence course options.

In Micronesia where the delivery of human services was extremely difficult due to isolation and geographic distance, persons with communication disorders were served through one speech pathologist and one audiologist who supervised a crew of paraprofessionals (Stewart, 1986). In Malaysia, educators made the best use of the country's few professionals by using parental involvement and volunteers under the supervision of the professionals.

Anderson (1986) proposed a project for the University of Tulsa to recruit and train speech-language pathologists for rural areas. First, fifteen students were recruited prior to graduation to commit at least one year of employment to a rural community. Then students were trained about matters specific to rural schools, rural politics and

policy.

Farrow and Rogers (1983) recommend interagency cooperation as a way to increase resources available for related services. They felt social service and education agencies have a responsibility to pool and share resources to meet the needs of handicapped students. Hippolitus and Bergman (1983) found state cooperative agreements for vocational education programs for the handicapped to be quite successful at enhancing inservice training programs and recruiting and retaining vocational educators.

In the area of early childhood, Hutinger (1981) discovered that, at least in rural areas, using a home-based approach and training parents as primary therapists was very successful. Other helpful procedures involved providing follow-through with families, establishing an interagency communication, and maintaining consistent contact. Effgen (1988) recommended preservice preparation to attract and encourage occupational and physical therapists to work in Early Childhood Special Education. Continuing education opportunities and on-the-job training were also needed.

Lou Alonso (1986) addressed the severe shortage of teachers for the visually impaired. Education leaders must mobilize and work together to recruit undergraduates and garner financial support for their education. Alonso also advocated marketing the profession of teaching the visually handicapped to gifted and talented youth. Tweto-Johnson (1986) reported a two-year vision teacher training project to provide instruction and student teaching necessary for certified teachers who wanted to make a change and become teachers for the visually impaired. The training took place in eastern Oregon and was funded in part by a cooperative planning council grant out of the Oregon Department of Education. This local access to coursework eliminated climatic, financial,

and geographic barriers preventing teachers from retraining in the field of vision.

A cooperative program between the University of Hawaii and the Hawaii Department of Education, according to Yates (October, 1986), was designed to meet the need for developing national audiologists who were scarce in Hawaii and difficult to recruit from the mainland. The program had three phases. Phase I involved coursework at the University covering preprofessional basic information, practicum experience and clinical training. Phase II was the establishment of a model center at the University to manage referrals for all hearing-involved children and provide diagnostic and evaluative service. Phase III included service to the schools involving referrals, prescriptive diagnosis, counseling, and inservice.

An Urban Scholar program was recently described in Education USA (May 1, 1989). The program was started in 1983 at the University of Massachusetts in Boston. Ninety-five urban students in the city's middle and high schools were currently enrolled in a summer and after-school curriculum program taught by members of the University. These students were poor, minority students who were divided into small groups and instructed by the college faculty, and taught to be aggressive learners and independent thinkers. After completing the core curriculum, students enrolled in college classes.

Another program described in Education USA (May 1, 1989) involved a Virginia University plan to entice more blacks into college. The University planned to sign contracts with black 10th graders. The students promised to maintain a 2.5 grade average and to take specified courses. Eventually, all students who signed contracts were offered scholarships to use for college. A future goal was to begin working with the students at the elementary level to develop a larger pool of black students who were college bound.

Kaplan (1982) recommended using para-professionals, often called aides. He saw speech therapists successfully use para-professionals as communication aides. Another program he mentioned made aides out of high school students. Some of these students ultimately went into special education. In the classroom, aides allowed the teachers to increase instructional time and offer students more individualized attention. The Institute for the Study of Mental Retardation at the University of Michigan (1979) also found the use of aides to be valuable and recommended that schools develop a long range plan for increasing the skills and monetary rewards for aides.

Joe Crawford, Superintendent in Bismark, North Dakota (1982) used the assistance of the Intermountain Plains Regional Resource Center at Utah State University to develop a marketing booklet to solicit all types of individuals into special education. The booklet explained handicaps, gave job descriptions of various types of special education personnel, and told about the training programs required for special education professionals.

Smith and Powers (1987) recommended providing statewide systems of inservice training, financial incentives for getting training and grandfathering existing personnel while they were working to meet state standards within a set time period.

A manual was developed by Jorgensen and Espey (1986) for Iowa Schools which provided school districts with a step-by-step guide to assessing their recruitment program and making changes to improve effectiveness. Some strategies highly recommended were offering teachers low-interest loans and home locating service, welcoming and supporting new staff and pairing them with an experienced person.

The following is a list of current solution strategies that were tried by the school

districts in the county in which this practicum was performed. The list was generated by Special Education and Personnel Directors from the districts:

- (a) Visit colleges and universities to recruit new graduates.
- (b) Attend conventions to recruit. However, this has not proved that helpful in recent years for the critical shortage areas.
- (c) Job sharing has been used but on a very small scale basis. There are many administrative hassels that must be carefully worked out.
- (d) Provide pay supplement for critical shortage areas.
- (e) Newspaper and educational magazine advertising was frequently used.
- (f) Some have engaged in poster campaigns with top universities.
- (g) The teacher pool concept was used in some districts. A certain percentage were employed subject to assignment at a later date.
- (h) One district offered a local pension fund which was a good incentive for keeping teachers but it is not so helpful in getting young, new graduates.
- (i) Peer tutoring was being used in at least two districts.
- (j) One district financed the schooling for teacher aides to get their degrees.
- (k) Some districts profitted by accepting interns from college programs and then offering to hire them.

The following are new or expanded solution strategies suggested by the school district Personnel Directors and Special Education Directors with two specific suggestions for the CDE:

- (a) Begin focused effort in marketing at the high school level. Make classroom presentations to encourage high school students to go into teaching. Educate and

solicit the help of guidance counselors.

- (b) Consider a cadet program like they have in the Carolinas where extra ordinary students learn the basics of teaching and then the local university grants them college credit.
- (c) Use high school students in tutorial programs. Identify those who have teaching potential and offer scholarships or other incentives to go into teaching. Consider using the good ones as special education aides during the summer.
- (d) Pay for the continuing education of teachers interested in going into special education.
- (e) Expand the use of job sharing.
- (f) Expand teacher training to help all teachers learn how to teach heterogeneous classrooms and include special-needs students in their classes.
- (g) Job fairs are needed that focus on critical shortages and bring in individuals nationwide and internationally.
- (h) Expand financing for teacher aides to get their degrees.
- (i) Work with the colleges to get night-time courses for aides and those on permits.
- (j) Expand the use of interns.
- (k) Start employee assistance or staff support programs.
- (l) Establish a partnership with business and industry. Get a corporation to sponsor a teacher.

The two specific suggestions for the CDE were:

- (a) Provide a local job fair focusing on critical shortages and open it up nationwide.
- (b) Provide training to further facilitate mainstreaming which eventually reduces

the need for so many special education professionals.

A telephone interview with the President of the State Personnel Association yielded the following suggestions:

- (a) Train all teachers in how to deal with special-needs students in their classrooms.
- (b) Provide stipends to encourage teachers already employed to get training in the critical shortage areas.
- (c) Provide staff support programs to facilitate retention of staff.
- (d) Develop a video tape specifically geared toward recruiting teachers for the countywide area. This tape could be sent to colleges and universities.
- (e) Recruit more internationally like one of the local area districts has done with Germany.

An article appearing in this writer's local newspaper and written by Ruth Piller (April 16, 1989) stated that the new age of creative recruiting is here. She described some of the recruiting practices of one college which involved college students calling prospective college students and holding telethons for recruitment. This writer can identify with the need for creative recruiting after reading all the many viable suggestions and knowing that many of them have been tried in the local area and yet there are still serious problems.

Since recruitment and retention of some groups of teachers and support staff in special education seemed to be a complex and long-standing problem, both locally and nationwide, this writer felt the best solution would be a comprehensive effort involving the development of several components including advertising and public relations, coordination of community organizations, teacher training to accomodate more special

-needs students in the regular classroom, high school and college programs designed to screen, recruit, and expose students to the teaching profession and special education, employee assistance programs, etc. However, considering the chronic nature of the problem, any efforts designed to bring short-term or long-term relief seemed warranted.

This writer chose to expand services into the area of recruitment by first designing a short-term project geared toward offering some quick relief to the districts while simultaneously exploring the feasibility of providing other recruitment projects that cannot be started immediately because of time, expense, and staff limitations.

Description of Action Taken

Three solution strategies were selected. These are described and discussed in the following paragraphs:

In-House Training

The first strategy was the enhancement of skills of the Psychological Services Division staff to effectively carry out a recruitment program. Although the administrative staff in the Psychological Services Division were experienced enough at simple interviewing and hiring to begin a recruitment program, there had been little or no formal training, or experience, in effective advertising, interviewing with a systematic rating instrument, and working with college placement offices, etc. Development of skills in these areas should help insure the success of a recruitment program. Some formal workshop-type training was needed initially.

On August 17, 1989 this writer provided a formal three-hour training session to kick off the implementation of this practicum. See Appendix C for the agenda for this session. All central office staff who would be assisting with the recruitment pilot project attended. The session began with a report of the purposes of the recruitment project and an overview of the entire process. Next, those activities and instruments to be used during the first two weeks of implementation were reviewed again. Plenty of time was allowed for questions and answers so that each person had the opportunity to fully understand her role in the process. A hand-out of tentative procedures and copies of all instruments was provided.

At break time, the secretaries were dismissed and the administrative staff continued to meet regarding advertising and interviewing techniques. Suggested flyers for

advertising were handed out and these were carefully critiqued and refined by the group.

This writer reported on interviewing information received from previous training and then handed out the newly developed Job Pool Interview Form. This form was also discussed, critiqued and refined by the group.

Advertisement/Development/Dissemination of Applicant Pools

The job pool system was divided into two phases. Phase I included the advertising and development of the pool. Phase II involved the dissemination of the applicant pools via district requests. See Appendices D & E for the Procedures Manual that describes, step-by-step, the entire process.

To carry out Phase I, the Psychological Services Division advertised intensely throughout the county and surrounding areas for qualified staff in six of the critical shortage areas identified by the districts and/or the CDE. A pool of individuals that could be hired in each area was developed. The critical shortage staff were speech therapists, educational diagnosticians, music therapists, art therapists, psychologists, and psychological associates. Although art and music therapists were not named specifically by the districts, the CDE was currently in need of these individuals to provide on-call service to the districts and to perform workshops in the expressive therapies. Advertising appealed to individuals willing to work part-time, get special permits, and engage in job sharing as well as those who were fully certified and willing to work full-time. See Appendix E for copies of the advertisements. This process was previously tried by the writer on a small scale basis to fill an important mid-year position in a critical shortage area. Out of the 150 flyers sent to a list of names known to be certified in the critical shortage area, at least 10 potential applicants were produced. While there was

almost no one available for full-time employment, there was an ample number of individuals who were willing to work part-time on a regular or as-needed basis. These were a combination of mothers who had left full-time work to be at home more with small children, individuals who had left full-time employment to work on a doctorate, and retirees who still wanted to work some.

Separate but similar advertisements were created for each occupational group. Names and addresses were obtained from licensing directories. The designated recruitment secretary went through each directory and highlighted all names of individuals living within the countywide area. An ad was sent to all individuals identified.

This practicum coordinator had planned on the ads going out right after the central office staff training session was held on August 17, 1989. However, problems with newly purchased computer equipment created a two week delay in getting the ads out. Specialized mailing labels that could be used with a laser writer printer had to be ordered when it was discovered the mailing labels currently in stock would not work. Thus, the ads went out on September 1, 1989.

Once the ads were sent out, a record keeping system was set up for handling calls, applications, files and interviews. The recruitment secretary first set up an inquiry file for each occupational area. Four other major sections of files were set up with the following titles:

Ready for Interview

Waiting for Permission

Job Pool

Hired

Each of the above were broken into subsections for each occupational category. The secretary set up a receiving box on her desk for recruitment activities only. This allowed her to keep in one spot all recruitment files and papers that were in process, and allowed for easy access by the coordinator and other helping secretaries.

Within two days after the ads went in the mail, inquiry calls started coming in. Most of the calls were received by the recruitment secretary who filled in the Recruitment Inquiry Form (RIF) which had been developed for recording basic inquiry information and documenting that applications were sent. See Appendix E for the RIF. Some applicants sent resumes rather than calling in. When this happened, the RIF was filled out, the application sent and the date sent documented. The resume was paper clipped to the RIF. All RIF's were filed in the recruitment secretary's inquiry file for the appropriate occupational category. The RIF worked very well. Only one minor revision was made. This involved adding a place on the form to check if the applicant was bilingual, since districts are increasingly requesting bilingual staff.

As applications came in, the inquiry file for each was pulled by the secretary and placed along with application information into a lavender colored file folder. The reference forms sent in with the application were then sent out immediately by the secretary. A brief letter acknowledging that the application had been received and that an interview would be scheduled was prepared for the coordinator's (this writer's) signature and sent to the applicant. See Appendix E for the application packet and acknowledgement letter.

The next step was to set the interview. All applicants were contacted for scheduling an interview within five days after receipt of the application. Every applicant was

interviewed by two persons, usually this writer and either the other coordinator or one of two assistant coordinators. The Job Pool Interview Form (JPIF) was developed for the interview process. After the interview, the two interviewers would rate the applicant according to the scale on the interview form. Consensus by both interviewers was required. See Appendix E for a copy of the interview form.

After the interview, the interviewers would fill in the Action Taken After Interview Form (ATAIF). This instrument (shown in Appendix E) was developed as a means for letting the recruitment secretary know what to do next with the file and as a means to document an important decision made by the interviewers; that is, whether or not the applicant should be placed in the job pool. If the interviewers rated the applicant 3.5 or above on a five point scale and all reference forms suggested better than average performance, the applicant was accepted into the job pool. On the ATAIF the interviewers instructed the secretary to send the letter inviting the applicant to the job pool and asking him/her to sign an enclosed Permission to Refer Applicant to the School Districts form (PRASD). With this form the applicants agree to allow the CDE to release their name, address, phone number, and certification status. At first the PRASD form only asked for the applicant's signature. However, some applicant signatures were illegible. Therefore, the form had to be revised adding a line for the printed name of the applicant. The applicant's folder was then filed in the "Waiting on Permission" section of the files. As soon as the PRASD was returned signed, the secretary put the applicant's name, address, and phone number on a computer list for that applicant's occupational area. The applicant was then considered a part of the job pool and the folder filed in the "Job Pool" section of the files under the appropriate occupational category.

If the interviewers rated the applicant below 3.5 or felt strongly that he/she would not be a good candidate for working in the schools, the reason for this decision was well documented in the file. The secretary was instructed to remove all application material from the lavender folder, put it in a regular manilla folder and file with the inactive files. See Appendix E for a copy of the ATAIF, PRASD, and letter of invitation to the pool.

After about four weeks of this process, this writer met with the Director to prepare a letter to tell the 24 school district Special Education Directors and Personnel Officers about the applicant pools and how they could access the applicants. This letter began Phase II of the Recruitment Pilot Project. See Appendix E for a copy of the letter and three attachments to the letter, Recruitment Pilot Project Access Procedures, Psychological Services Division 1988-89 Fee Schedule, and Service Agreement 1989-90.

Additional reminders were sent out in the form of the Critical Shortage Update Report (CSUR). The original plan was to send this update out monthly. However, this writer discovered once a month was too often. After the initial flush of applicants, the pools grew slowly. The update report is more beneficial when the report reflects that additional names have been added. Therefore, the CSUR became a form to use when at least two or more names had been added to at least three of the job pools. The recruitment secretary printed out lists of the job pools weekly for review by this writer. See Appendix E for a copy of the CSUR and a sample of the job pool lists.

The initial letter to the districts about the job pools explained two ways the districts could access applicants:

Method 1: Contract with the CDE for a certain amount of service (full or part-time

personnel). The CDE recruits, inservices, supervises, and pays service provider. Contact the recruitment secretary, who then refers to a CDE coordinator who fills the request.

Method 2: Receive list of applicants to employ directly (full or part-time personnel).

The school district inservices, supervises and pays employee/service provider. Contact the recruitment secretary, who asks about recruitment needs and sends a list of appropriate applicants who have been processed by the CDE.

As the district staff called in to request service, the call was documented on the Recruitment Request Documentation Form (RRDF). The letter describing access to service had requested that the recruitment secretary be called. However, most of the district requests came instead to the coordinators and assistant coordinators whom the district staff knew fairly well. This writer (one of the coordinators) had carefully and individually inserviced each secretary regarding the RRDF as Phase II began. However, it soon became clear that the coordinators would be the ones to use the form the most. Also a copy of the form, after being filled in, was always needed when the request was for contractual service. The coordinator who worked with the caller to provide service needed a copy in order to refer to the information received from the caller. The recruitment secretary also needed a copy for documentation and follow-up purposes. Thus, a decision was made to put the RRDF on NCR paper so that a second copy was immediately available.

Once the RRDF was completed and method 2 was requested, the recruitment secretary pulled from the computer the appropriate job pool list and mailed it to the district person

who initiated the request. She documented that the list was sent and marked her calendar for two weeks later to send out the Recruitment Pilot Project Feedback Form (RPPFF). Once returned the form would be filed with the RRDF. If a job pool applicant was hired, a copy of the RPPFF was placed in the file on the applicant that was hired and the file folder placed in the "Hired" section of the files. If the RPPFF indicated that additional service was needed, a new RRDF was filled in and the process of activating the service was begun immediately.

If method 1 service was provided, follow-up was documented on the RRDF. On the last day of each month the recruitment secretary followed up on these requests by checking with the coordinator handling the service. The recruitment secretary then documented the current status of the request. Once the service requested had been provided, the RRDF was filed in the "Inactive Recruitment Request File."

Job Fair Exploration

The feasibility of providing a job fair during the Spring of 1990 or 1991 that focused on critical shortage areas was explored. In a meeting regarding recruiting problems, the Special Education and Personnel Directors from several of the county school districts had specifically requested a nationwide job fair that focused on the critical shortages. Thus, the districts felt this would be a workable solution. However, the President of the State Personnel Association, in consultation with this writer, reported that there probably were not enough individuals graduating and needing jobs in the critical shortage areas to make a job fair successful. Thus, this writer and her director decided that careful investigation was needed to determine the potential for success before services were expanded to include a job fair.

During the first four weeks of the practicum period, the College Handbook (1988-89) was used to identify colleges across the nation who had programs for Speech Pathologists, Psychologists, and Special Education teachers. This writer taught a secretary how to identify and highlight the appropriate colleges. Once identified, this writer used random sample tables from the Borg and Gall (1983) research and evaluation text to pull a sample of 100 from the 533 colleges identified. The secretary then made up computerized mailing labels for each of the 100 colleges in the sample.

The College Graduate Critical Shortage Questionnaire was sent to the psychology, speech pathology, and special education department heads of each college. Originally this writer had planned to send only one questionnaire to the placement officer of each college. However, a placement officer of a local college was consulted about the questionnaire format and the plan for mailing it. While the placement officer was complementary of the questionnaire, she recommended waiting until mid-September to mail the questionnaire and stated that it be sent to each department head. She explained that the placement officers do not have available the kind of information requested by the questionnaire until later in the year. However, the department heads do have that information by mid-September. Thus, the questionnaires were mailed on September 15, 1989. The deadline for return was set for three weeks later.

By mid-October approximately one-third of the questionnaires had been returned. Since a greater return rate was desired, a second mailing was done. However, this time questionnaires were sent only to speech pathology and special education department heads. By this time a large pool of psychologists who could provide consultative services to the schools had been developed through the job pool recruitment project. Therefore, this

writer and her director decided that a second mailing to psychology department heads was not necessary. A different colored paper was used for the questionnaire so that returns from the second mailing could be distinguished from the first. A brief cover memo accompanied the second mailing.

Once the questionnaires were in, they were carefully analyzed and results recorded on the College Graduate Critical Shortage Report (CGCSR) form. This writer originally anticipated sending the report to the school districts along with the Critical Shortage Job Fair Voting Form (CSJFVF). The voting form would be returned to help in making a decision about whether to hold a job fair. However, due to the overwhelming consistency of the results from the questionnaire, the voting form was not necessary. This writer, along with the rest of the administrative team, decided that, in light of the data received, a job fair would not be feasible. See Appendix J for a copy of the instruments developed for this job fair feasibility study.

Calendar of Events

The following is a list of activities in chronological order, for each solution, dates of implementation, and staff involved:

Solution 1: In-house training

<u>Activities</u>	<u>Date/s 1989</u>	<u>Staff</u>
1. Recruitment skills training provided by this writer (3 hour workshop)	August 17	Four administrative and four secretarial central office staff.
2. Daily contacts to update, problem-solve, and debrief about experiences.	Daily from August 23 through November 15	Writer, writer's secretary, and recruitment secretary
3. Inservice staff individually regarding Recruitment Request Documentation Form	October 4 & 5	Writer
4. Completed procedures manual	November 1-15	Writer, assistant and secretary

Solution 2: Advertisement and Development of Applicant Pool

<u>Activities</u>	<u>Date/s</u>	<u>Staff</u>
1. Sent direct mailout of an ad for employment to all psychologists, psychological associates, educational diagnosticians, speech therapists, art therapists, and music therapists in the area	September 1	Writer and secretary

2. Set up record keeping system for taking and recording calls and handling files	August 17	Writer, assistant and secretary
3. Received and recorded calls and sent and received application packets	August 22 - November 15	Writer and secretary
4. Interviewed as needed	August 22 - November 15	Coordinators and assistants
5. Met with Director to plan initial Critical Shortage Report and letter explaining district access to the applicant pool	September 29	Director and writer
6. Sent initial Critical Shortage Report and letter explaining access	October 4	Director, writer, and secretary
7. Responded to district requests and performed follow-up activities	October 5 - November 15	Coordinators, assistants and secretaries
8. Analyzed number of applicants, interviews, and district responses	November 15	Writer
9. Disseminated status report on project to districts	November 20	Writer

Solution 3: Job Fair Exploration

<u>Activities</u>	<u>Date/s</u>	<u>Staff</u>
1. Prepared list of colleges	August 22-25	Secretary
2. Took random sample of 100 from list	September 6	Writer

- | | | |
|--|----------------|--------------------------------|
| 3. Sent out College Graduate Critical Shortage Questionnaire to be returned by October 5 | September 15 | Secretary |
| 4. Collected questionnaires as they were returned | Every work day | Secretary |
| 5. Sent second mailing of questionnaire (to be returned by November 2) | October 18 | Writer and secretary |
| 6. Analyzed questionnaire data and charted results | November 10 | Writer and secretary |
| 7. Made decision regarding job fair | November 10 | Director and writer |
| 8. Disseminated results and reported decision via memo to districts | November 20 | Director, writer and secretary |

The following is a list of all activities in chronological order for each month of implementation:

First month: August 15 through September 15, 1989

- | <u>Task</u> | <u>Solution #</u> |
|--|-------------------|
| 1. Writer provided recruitment skills training to staff. | 1 |
| 2. Set up record keeping system for taking and recording calls and handling files. | 2 |
| 3. Sent direct mailout of ads for employment and started taking calls and received responses using the Recruitment Inquiry Form. | 2 |
| 4. Sent applicant packets for all RIF's and processed files as applications were returned. | 2 |
| 5. Started interviewing. | 2 |

6. Prepared list of colleges for Job Fair Questionnaire.	3
7. Took random sample of 100 from list of colleges.	3
8. Started daily contacts with the recruitment secretary to update, problem-solve and debrief about experiences.	1
9. Sent out College Graduate Critical Shortage Questionnaire.	3
10. Updated staff on current status of recruitment project.	2
Second Month: September 16, 1989 through October 15, 1989	
1. Continued to take calls, sent application packets, and interviewed applicants.	2
2. Collected College Graduate Critical Shortage Questionnaires as they were returned.	3
3. Sent second questionnaire to be returned by November 2.	3
4. Continued daily contacts with recruitment secretary.	1
5. Met with Director to plan initial Critical Shortage Report regarding job pool.	2
6. Sent initial Critical Shortage Report explaining job pool and how districts could access the pool.	2
7. Updated administrative team on current status of recruitment project.	1
8. Started taking requests for contracted service and sent job pool lists.	2
Third Month: October 16, 1989 through November 15, 1989	
1. Continued to take calls, sent application packets, and interviewed applicants.	2
2. Analyzed college questionnaire results and prepared the College	3

Graduate Critical Shortage Questionnaire Report.

- | | |
|---|----------|
| 3. Analyzed and charted number of applicants, interviews, and district responses for job pool project. | 2 |
| 4. Prepared and sent out second Critical Shortage Update Report. | 2 |
| 5. Completed procedures manual for recruiting pools of applicants. | 2 |
| 6. Disseminated all results to the 24 school districts' Special Education Directors and Personnel Officers. | 1, 2 & 3 |

CHAPTER V
RESULTS, CONCLUSIONS AND RECOMMENDATIONS
Results of General Goal

The general goal of the practicum was to expand the service delivery system of the Psychological Services Division to provide recruitment services to help relieve the school districts in the county of critical shortages in special education. This was accomplished by the successful development and implementation of strategies discussed below.

Results of Specific Objectives

Objective 1

Behavior: Trained personnel in Psychological Services to perform recruitment activities

Standards: Staff inservices, advertisements in six critical shortage areas, documentation of 100% of calls and distribution of application packets, 100% of applicants interviewed, documented acceptance into the job pool and procedures manual.

Results: Goal was met

The 3-hour inservice got the staff started and gave them an overall view of the recruiting process to be learned and implemented. Table 1 shows the results of Phase I of the process. The procedures manual (Appendix D & E) gives a detailed description of the process learned by the staff. This manual can serve as a training guide for new staff and as an on-going reference for staff already trained.

Table 1 Phase 1: The Recruitment Process

Occupational Category	Ads Sent	Inquiries and Applications Sent	Applications Returned	Interviewed	Invited to Job Pool
Psychologists	547	75	31	29	28
Psychological Associates	212	17	5	5	4
Educational Diagnosticians	184	13	8	6	5
Speech Therapists	684	33	7	5	5
Music Therapists	17	2	1	1	1
Art Therapists	70	19	4	4	4
Other (usually Counselors)	0	5	2	2	2
Totals	1,714	164	58	52	49

Two of the educational diagnosticians have asked to wait until the spring semester to be interviewed. Two psychologists and one speech therapist are in the process of being scheduled for an interview.

There are differences in numbers between the column entitled "Invited to Job Pool" from Table 1 and the column "Placed in Job Pool" from Table 2. All of those invited to the job pool have not returned their Permission to Refer Applicant to the School Districts (PRASD) form. These applicants are still available for hiring by the CDE but their names cannot go on the job pool lists that are released to the districts until the PRASD form has been returned.

Discussion of Positive Unexpected Results

The overall results brought a greater number of inquiries, applications returned and

interviews than had been expected. All applicants showed up for their scheduled interview. The quality of applicants seemed exceptional. Only three applicants out of the 50 interviewed were considered unacceptable for the job pool.

Objective 2

Behavior: Pool of critical shortage applicants available to work for the school districts

Standards: Monthly reporting to the districts the type of applicants available, documentation of 100% of requests made by the districts and the CDE's response, and documentation of feedback regarding the service

Results: Goal was met

Table 2 gives the picture of the results of Phase II of the recruitment process. This is a very dynamic process as the figures change daily. This table represents the status on the day that the three month implementation for this practicum ended (November 17, 1989).

Table 2 Phase II: Response to District Requests

Occupational Category	Placed in Job Pool	Method 1 Requested	Method 2 Requested	Hired from Pool	In Process	Cancelled/ Other Arrangement
Psychologists	23	2		2		
Psychological Associates or Educational Diagnosticians	6	8		1	1	2
Speech Therapists	3	2	3	1	3	1
Music Therapists	1					
Art Therapists	3					
Others	1		1			1
Totals	37	12	4	4	4	4

Four individuals from three different categories were hired from the pool and others are in the process of being hired. Psychological Associates and Educational Diagnosticians were placed together in Table 2 because both can fill requests for psycho-educational assessment which constitutes the largest number of mid-year requests. Several of the requests received were for bilingual, as-needed assessments. One person hired along with another bilingual person already on staff was able to provide the service for several requests. In addition, some of these requests were filled by increasing the number of days being worked by part-timers already on staff.

Most requests received were for one person. However, one of the requests for speech pathology was an exception. The district needed four full-time speech therapists. As of this writing, no music or art therapists have been requested. These requests usually come only in the spring of the year when contract talks are held with the special education directors.

Discussion of Positive Unexpected Results

An unusually large number of psychologists were quickly recruited. The number of add-on service requests received from the districts at this time of the year increased. Requests were filled quicker than usual as a result of the ready-to-go job pools. The applicant pools should be a tremendous help in providing additional add-on service throughout the 89-90 school year and in providing staff requested for the 90-91 school year.

Discussion of Negative Unexpected Results

The need for speech pathologists is so critical that it seems impossible to recruit enough to fill all the requests.

Objective 3

- Behavior: Exploration of feasibility of providing a Critical Shortage Job Fair
- Standards: Questionnaire sampling of 100 colleges, results tabulated and sent to districts, and feedback from districts regarding perceived need of job fair
- Results: Goal was met

Table 3 is the tabulated results of the questionnaire sent to the sample of 100 colleges. The following number of responses were received for the three areas surveyed:

Psychology: 34 responses

Speech Therapy: 51 responses

Special Education: 77 responses

Table 3 College Graduate Critical Shortage Report

<u>Degreed Area</u>	<u># of Graduates</u>		<u># of students to</u> <u>Possibly Attend Job Fair</u>	
	during May, 90	during May, 91	during May, 90	during May, 91
Psychology (Doctorate)	57	57	1	1
Psychology (Masters)	204	223	2	2
Speech Therapy	359	357	2	2
Teachers for:				
Severely Handicapped	124	122	0	0
Emotionally Disturbed	182	196	0	0
Autistic	3	3	0	0
Deaf	52	61	0	0
Hospital	0	0	0	0
General certification for Special Education	1,139	1,184	19	21

Negative Unexpected Results

The results show very clearly that sufficient numbers of students are not available to make a job fair successful. The results were so clear that asking feedback from the districts about the feasibility of a job fair was not necessary. Obviously, a nationwide job fair held in the county to recruit speech therapists and special education teachers is not feasible. Comments from the questionnaires revealed that most students either have jobs lined up before they graduate or get jobs immediately after graduation. The number of graduates being turned out by the colleges seemed unexpectedly small.

Conclusions

Several conclusions were drawn by this writer from the results of this practicum. First, a job fair to bring students from other states to fill positions as special education teachers and speech therapists is not a feasible alternative. Not enough students are graduating from the colleges to supply the demand. Long-term plans for recruiting more students into these areas are needed. In the meantime, alternative certification systems must be developed to train college graduates with varying degrees to get special education certification and to make maximum use of paraprofessionals.

Secondly, the system developed through this practicum for the recruitment of job pools to assist the districts with direct hiring needs and to allow the CDE to react faster when new service requests are made, is a workable system that has expanded service delivery for the Psychological Services Division and provided much useful information about critical shortage recruitment in the area. For example, the development of a large pool of licensed psychologists reveals that there are ample numbers of psychologists available to the districts and the CDE is prepared to provide service requests quickly. Additional requests are anticipated partly due to a Senate Concurrent Resolution passed by the state's 71st legislature stating that emotionally disturbed students in the state are being under identified and that the schools should hire more psychologists and psychological associates to identify and treat emotionally disturbed students.

Among the six areas advertised for the development of job pools, the speech pathology area is the most critical of all. It was very difficult to get and keep a job pool list of speech pathologists that could be sent to the districts because most of the speech pathologists were hired before they were far enough along in the recruitment process to

get on the job pool list. After interviewing several persons and listening to districts making requests in this area, this writer feels that the speech pathologists need to explore alternative models of providing service that could help relieve the critical shortage problem.

As a result of this practicum, labeled by the Psychological Services Division as the Recruitment Pilot Project, the central office staff are more aware of recruitment problems and needs within the county, and are now trained to carry out a workable recruitment process which not only expands services but also allows quicker reaction to service needs. The success of the project has led to the decision to continue the recruitment process through April, 1990 at which time results will again be reported and evaluated to determine the feasibility of continuing the service.

Recommendations

Recommendations to Improve Implementation

Although this recruitment project was very successful and smoothly implemented, this writer has a few recommendations for those who might wish to duplicate the process.

1. Do not set 100% as the standard for interviewing applicants. Although less than 1% of applicants were not interviewed, there are always uncontrollable circumstances that prevent a very small percentage from going through the interview stage. For example, an applicant might move and be impossible to reach or get a full-time job before the interview can be scheduled.
2. Always have a back-up prepared for times when the recruitment secretary is not available or cannot get all the work done. The system is designed to receive daily attention and activity. Reacting immediately to inquiries, applications, interviews and district requests is key to the success of the project.
3. Plan plenty of time for preparing and sending mail outs. These often take longer than anticipated, especially when flyers have to be folded or stapled and stamped self-addressed envelopes are being used.

Recommendations for Further Solutions

The following additional solutions for this writer's work setting are recommended:

1. Continue to develop pools of applicants through April, 1990. Then re-evaluate results to determine if services should be continued and/or expanded.
2. Develop a leadership group of speech pathologists representing each of the 24 school districts in the county and lead the group into identifying all the reasons for the severe critical shortage and generating solutions including the exploration of alternative service

delivery models which might relieve the districts of this critical shortage.

3. Assist the local personnel association in recruiting special education from across the state to the annual spring job fair. This writer has learned that while special educators are welcome to the job fair, no special efforts are made to recruit for the critical shortage areas.

4. If the recruitment process developed here continues to be successful, explore funding sources to expand the project to include the recruitment of critical shortage special education teachers.

5. Provide a series of training sessions designed to help regular education teachers become better equipped to work with special-needs students.

Dissemination

1. Results of the job pool recruitment project and the college graduate questionnaire will be distributed to all Special Education Directors and Personnel Officers of the 24 school districts in the county.
2. A proposal is being written to present the results of this project to the state and national Council for Exceptional Children's (CEC) annual conventions for 1990.
3. A copy of the Procedures Manual will be given to all central office staff for daily use in continuing the recruitment activities.

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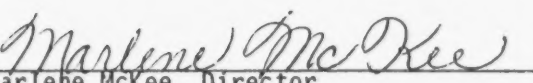
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APPENDIX A

APPROVAL TO INCLUDE FORMS DEVELOPED
BY THE COUNTY EDUCATION AGENCY IN
THE PRACTICUM PROPOSAL AND FINAL
PRACTICUM REPORT

Approval to Include Forms Developed by the
County Education Agency in the Practicum Proposal
and Final Practicum Report

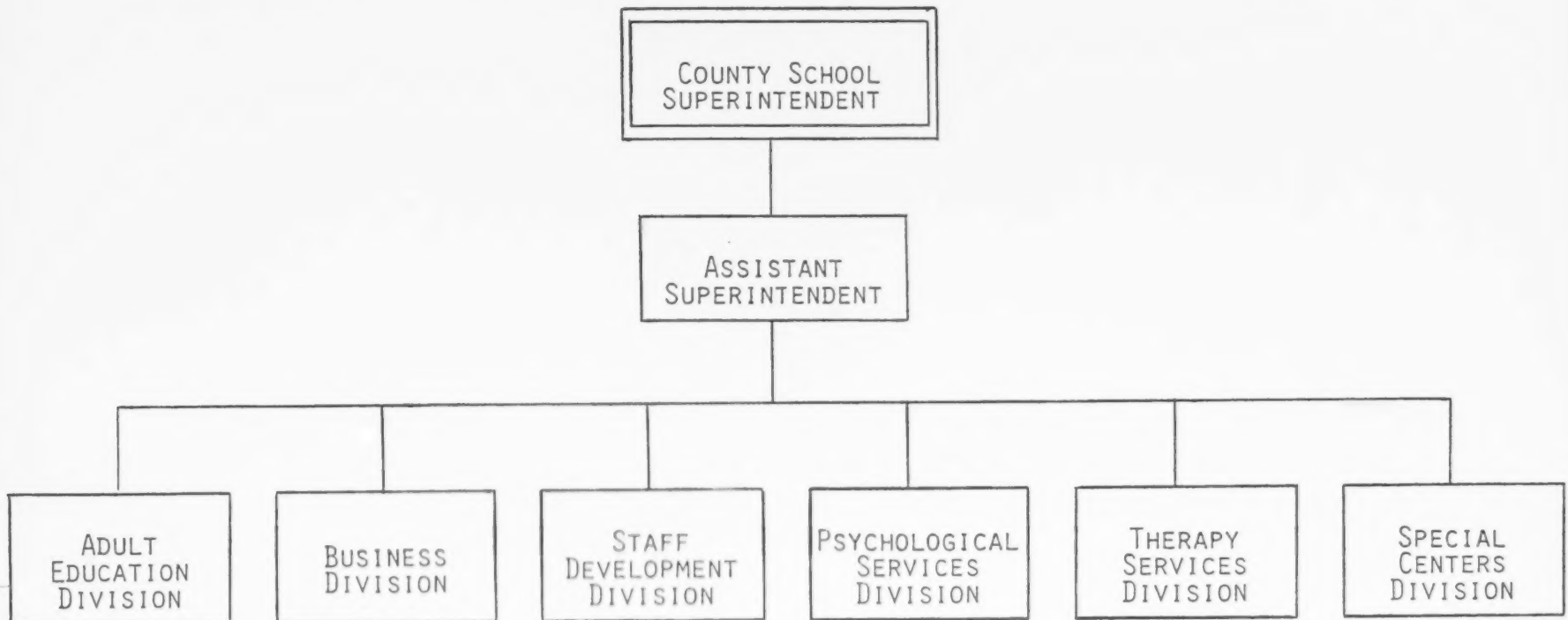
Brenda Teas has permission to include copies of forms/instruments developed for the recruitment program in her practicum proposal and final report form.


Marlene McKee, Director
Psychological Services Division
Harris County Department of Education

APPENDIX B
ORGANIZATIONAL CHARTS

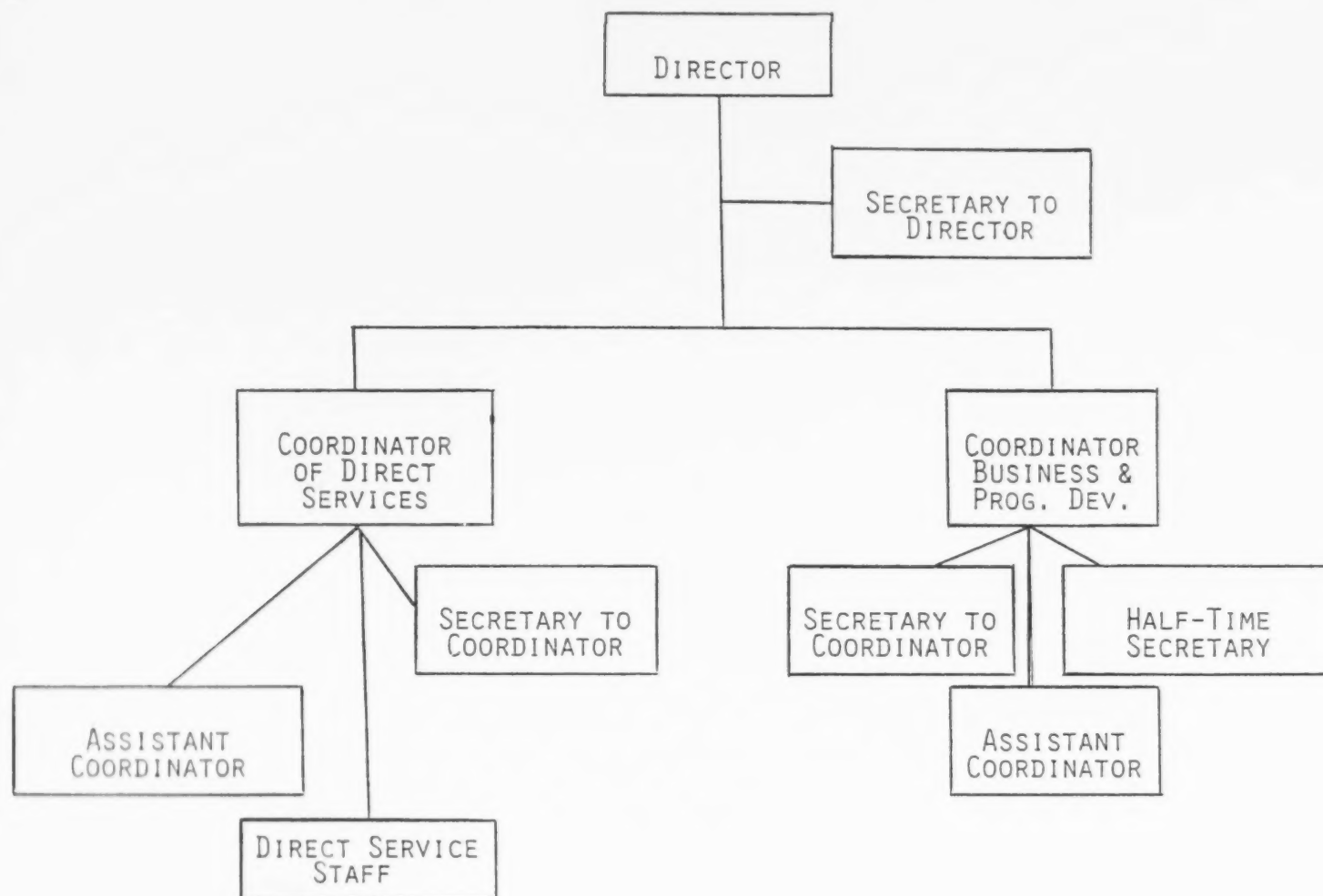
COUNTY DEPARTMENT OF EDUCATION

ORGANIZATIONAL CHART



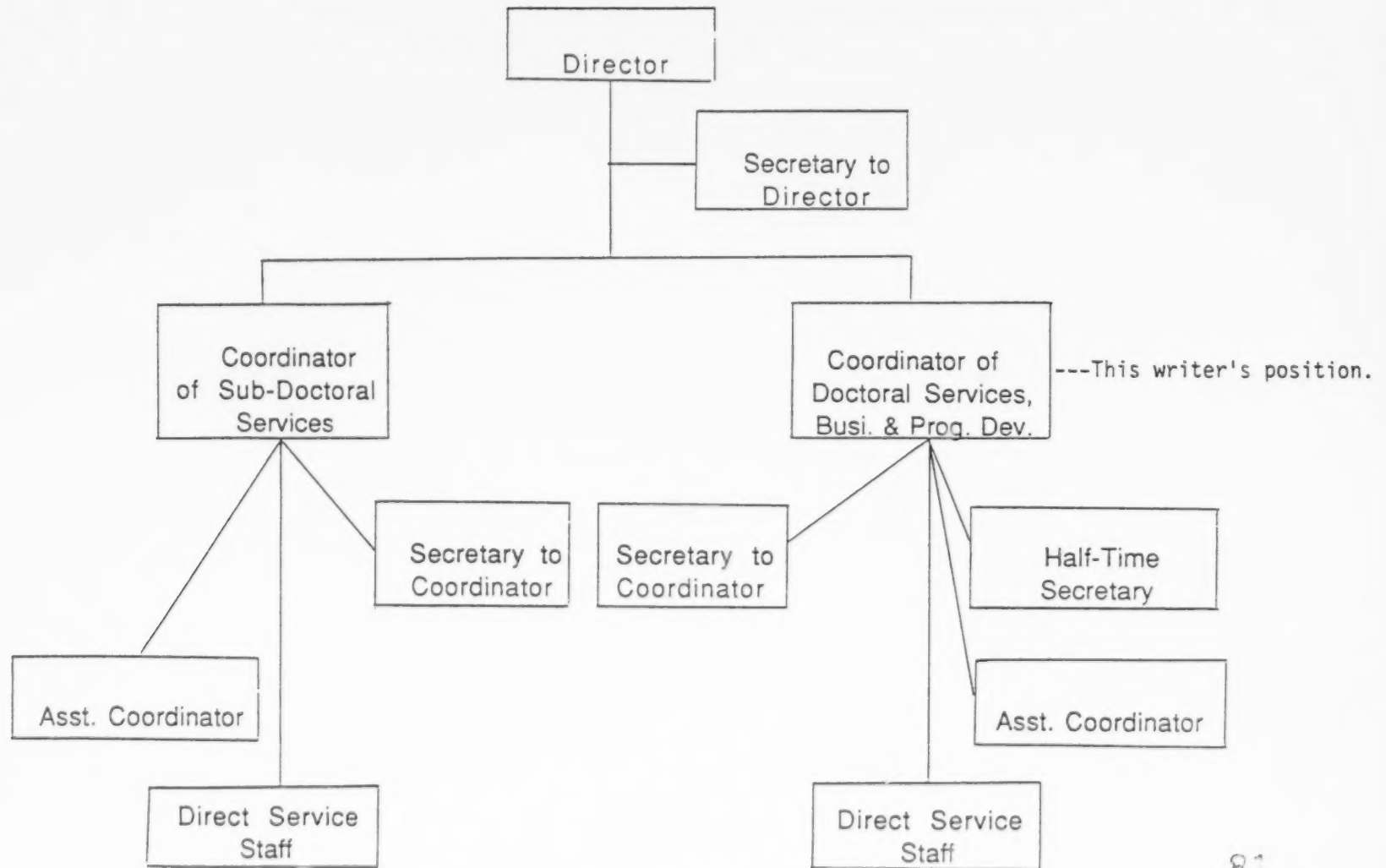
PSYCHOLOGICAL SERVICES DIVISION
Organizational Chart 1988-89

68



73

PSYCHOLOGICAL SERVICES DIVISION
Organizational Chart 1989-90



APPENDIX C
DESCRIPTION OF 3-HOUR
TRAINING SESSION

Description of 3-Hour Training Session

8:45 - 9:15 Introduction

9:15 - 10:30 Go over proposal and all elements of the recruitment
project

10:30 - 10:45 Break and dismiss secretaries

10:45 - 11:30 Advertising and Interviewing Techniques

APPENDIX D
PROCEDURES MANUAL

Recruitment Project
Procedures Manual

Table of Content

	Page
Phase I	76-79
Rationale	76
Advertising	76
Receiving and Responding to Inquiries	76
Interviewing	77
Record Keeping	78
Phase II	80-82
Notifying the Districts	80
Receiving and Responding to District Requests	80
Follow-Up/Feedback	81
Appendixes	
A Sample ads for each occupational group	84-89
B Recruitment Inquiry Form (RIF)	90
C Application packet	91-95
Memo to Applicant	91
Types of Service	92
Application Form	93
Test Familiarity Form	94
Reference Form	95
D Letter that application was received	96

E	Job Pool Interview Form (JPIF)	97-98
F	Action Following Interview Form (AFIF)	99
G	Letter Inviting Applicant to Job Pool	100
H	Permission to Refer Applicant to the School Districts (PRASD)	101
I	Initial Letter Notifying the Districts About Job Pool and How to	
	Access Information	102-105
	Recruitment Pilot Access Procedure	103
	Fee Schedule	104
	Service Agreement	105
J	Critical Shortage Update Report	106
K	Recruitment Request Documentation Form (RRDF)	107
L	Job Pool List	108
M	Recruitment Pilot Project Feedback Form (RPPFF)	109

Procedures Manual

Rationale: The purpose of this manual is to describe, step-by-step, the system for developing and disseminating pools of applicants and delineating roles and responsibilities of the individuals involved in implementing the system.

All forms used in the system will be found in the appendix of this manual in the order in which they are first named in this document.

Phase I

Phase I is the development of the job pools and includes advertising, receiving and responding to inquiries, interviewing, and record keeping.

Advertising

1. The recruitment coordinator (may hereafter be referred to only as coordinator) obtains the latest copy of the licensure/certification directory for each occupational group for which a job pool is to be developed.
2. The recruitment secretary (may hereafter be referred to only as secretary) goes through the directories and marks all individuals living in the area for which the job pools are being developed.
3. The secretary makes up mailing labels for all the individuals identified.
4. The coordinator designs the ads to be sent out.
5. The secretary gets the ads printed and mails one to each individual identified. The ad asks the prospective applicant to respond either by calling or sending a resume.

Note: Other types of advertising may also be initiated by the coordinator.

Receiving and Responding to Inquiries

1. The secretary will receive most of the calls and will fill out the Recruitment Inquiry

Form (RIF). If any other employee takes a call from a prospective applicant, she must fill in the RIF immediately and turn it in to the secretary who will send out an application packet and record the date sent on the RIF.

2. When a resume arrives, the secretary will fill out a RIF and clip the resume to it.
3. All RIF's will be filed in one of the Inquiry File folders set up for each occupational group.
4. Some individuals have dual certification. When this is the case, consult with the coordinator about which certification will be used for the project.

Interviewing

1. Normally an interview will not be set up until the application packet has been received. The application packet consists of the following items:

- A. memo to applicant
- B. list of staff and services
- C. map of school districts
- D. application
- E. checklist of tests
- F. reference forms (3)

2. When the application packet is returned, the secretary will stamp date received, will send out reference forms, and will make up file including application information, RIF, and resume (if one is attached). A letter will be sent to the applicant letting him/her know the application has been received.

3. When all application information requested has arrived, the secretary will notify the coordinator who will call the applicant or assign the secretary to call the applicant to set

up an interview.

4. All applicants must be interviewed by two people. The interviewers will be both coordinators or assistant coordinators, or a combination of coordinator and assistant.
5. All sections of the Job Pool Interview Form (JPIF) will be filled out on every applicant.
6. Background information and employment experience do not have to be written in on the JPIF if all information is clearly stated on a resume in the applicant's file. However, these areas should be discussed with the applicant and all information verified.
7. After the applicant has left, the two interviewers will discuss the items to be rated, come to a consensus and mark the ratings for the applicant. Explanatory comments should be made regarding all items that receive a rating below 3.
8. If an applicant receives an overall rating of 3 or below and/or the interviewers agree that the applicant is someone that the CDE would not be willing to hire, then the applicant will not be invited to the job pool. The reasons for not accepting the applicant will be well documented in the applicant's folder which will be placed in the "Inactive" files.

Record Keeping

1. After the interview, the interviewers will fill out the Action Following Interview Form (AFIF) and turn it in to the secretary. This form instructs the secretary to file the folder in the inactive file and not accept the individual to the job pool or it instructs the secretary to send the applicant the letter that invites the applicant to the job pool and requests that an enclosed Permission Form (PF) be returned so that the applicant's name, address, phone number, and credentials may be released to school district staff who wish to hire directly.

2. After the letter and permission form have gone out, the folder will be filed under "Waiting on Permission." This section of files will be subdivided according to each occupational group.

3. When the PF is returned, the secretary will pull the file folder and put in the computer data base, under the appropriate occupational category, the name, address and phone number of the applicant. If the applicant is not fully certified, the statement "Eligible For Permit" will go after the name. The coordinator will not recommend anyone to the job pool who is not eligible for a permit.

4. Once the above information is recorded in the computer, the PF is put in the applicant's folder which is then filed in the section called "Job Pool." The job pool section will be subdivided by each occupational category.

Phase II

The second phase involves notifying the districts about the applicants, receiving and responding to district requests, and follow-up/feedback.

Notifying the Districts

1. Once a pool of applicants has been developed in one or more occupational areas, it is time to notify the district Special Education Directors and Personnel Officers that the job pools exist and explain how they may access the applicant. See Appendix (I) for a copy of the initial letter and access information that is sent out under the signature of the Division Director.
2. After the first notification, the districts are reminded monthly (or as the coordinator deems appropriate) through the Critical Shortage Update Report (CSUR) sent by the coordinator.

Receiving and Responding to District Requests

1. When the district calls to request recruitment service, the secretary fills out the Recruitment Request Documentation Form (RRDF). If any staff other than the recruitment secretary takes the call, the form is to be filled out and turned in to the recruitment secretary immediately. This secretary files the request forms, separated by district.
2. If the caller requests service to be contracted as usual through the CDE, the staff person receiving the call fills out the top of the RRDF and checks "Service to be provided by HCDE." Then the call is directly transferred to a coordinator or assistant coordinator. Preferably, requests for doctoral service should be referred to the doctoral coordinator and assistant. Subdoctoral service should be referred to the subdoctoral coordinator and

assistant.

3. As soon as possible, the staff person taking the initial call and filling out the original RRDF should make a copy of the RRDF and give it to the coordinator or assistant to whom the call is transferred. The original is filed in the recruitment secretary's Recruitment Request file.

4. If the district is requesting access to applicants that can be hired directly by the district, the secretary or other central office staff person receiving the call will ask for the name, address, phone number and district of the caller and find out the occupational group for which the caller is recruiting. The caller will be told that a listing of the job pool for that occupational group will be sent to him/her in the mail immediately.

5. All information will be recorded on the RRDF and turned in to the secretary who will send out the job pool lists and will file all requests in the Recruitment Request file.

Follow-Up/Feedback

1. The secretary will note "job pool" on her calendar two weeks after each job pool list is sent out to remind her to send out the Recruitment Pilot Project Feedback Form (RPPFF) to get feedback from the district. A copy of the completed form will be attached to the RRDF.

2. When feedback comes in revealing that a person from the pool has been hired, that individual's file will be pulled and placed in the "hired" section of the files. The feedback form documenting the hiring will also be filed in the individual's file. A copy of the feedback form (RPPFF) will also be attached to the RRDF and will be filed in the secretary's "Completed Recruitment Request files."

3. When the feedback comes in indicating that a person from the job pool was not hired,

the RPPFF will be attached to the original RRDF and given to the coordinator who will determine if further follow-up is needed or if the information should be filed in the "Completed Recruitment Request File."

4. On the last working day of the month the secretary will check her Recruitment Request file to see what follow-up needs to be done. Any calls that have been referred to the coordinators because the district wanted to get service through the CDE, need follow-up. The secretary will contact the coordinator who took the call and find out the current status and document the results on the RRDF.

5. Once feedback reveals that the request from the district has been completed, the RRDF and any attachments will be filed in the "Completed Recruitment Request file."

APPENDIX E
PROCEDURES MANUAL APPENDIX

Harris County Department of Education
Psychological Services Division
is interested in developing a pool of
EDUCATIONAL DIAGNOSTICIANS
who will be available to the school districts for
primarily part-time or on-call work.

Salary will vary
depending on years of experience.
If you are interested in providing a valuable service
in the schools,

please send resume to:

PSYCHOLOGICAL SERVICES DIVISION
HARRIS COUNTY DEPARTMENT OF EDUCATION
6300 IRVINGTON BLVD.
HOUSTON, TEXAS 77022

OR CALL

Carolyn O'Neal
694-6300 ext. 419

Harris County Department of Education

Psychological Services Division

is interested in developing a pool of

ART THERAPISTS

who will be available to the school districts for

primarily part-time or on-call work.

Salary will vary

depending on degree and years of experience.

If you are interested in providing a valuable service

in the schools,

please send resume to:

PSYCHOLOGICAL SERVICES DIVISION

HARRIS COUNTY DEPARTMENT OF EDUCATION

6300 IRVINGTON BLVD.

HOUSTON, TEXAS 77022

OR CALL

Carolyn O'Neal

694-6300 ext. 419

Harris County Department of Education
Psychological Services Division
is interested in developing a pool of
MUSIC THERAPISTS
who will be available to the school districts for
primarily part-time or on-call work.
Salary will vary
depending on degree and years of experience.
If you are interested in providing a valuable service
in the schools,
please send resume to:
PSYCHOLOGICAL SERVICES DIVISION
HARRIS COUNTY DEPARTMENT OF EDUCATION
6300 IRVINGTON BLVD.
HOUSTON, TEXAS 77022
OR CALL
Carolyn O'Neal
694-6300 ext. 419

Harris County Department of Education
Psychological Services Division
is interested in developing a pool of
SPEECH THERAPISTS
who will be available to the school districts for
primarily part-time or on-call work.
Salary will vary
depending on degree and years of experience.
If you are interested in providing a valuable service
in the schools,
please send resume to:
PSYCHOLOGICAL SERVICES DIVISION
HARRIS COUNTY DEPARTMENT OF EDUCATION
6300 IRVINGTON BLVD.
HOUSTON, TEXAS 77022
OR CALL
Carolyn O'Neal
694-6300 ext. 419

Harris County Department of Education
Psychological Services Division
is interested in developing a pool of
PSYCHOLOGICAL ASSOCIATES/ASSOCIATE SCHOOL PSYCHOLOGISTS
who will be available to the school districts for
primarily part-time or on-call work.

Salary will vary
depending on years of experience
One year of experience in the schools is preferred.
If you are interested in providing a valuable service
in the schools,

please send resume to:

PSYCHOLOGICAL SERVICES DIVISION
HARRIS COUNTY DEPARTMENT OF EDUCATION
6300 IRVINGTON BLVD.
HOUSTON, TEXAS 77022

OR CALL

Carolyn O'Neal
694-6300 ext. 419

Harris County Department of Education
Psychological Services Division
is interested in developing a pool of
PSYCHOLOGISTS
who will be available for
regular part-time, or on-call service to the schools
for
Psychological Evaluations, Consultation
and Training.

School experience is preferred.

If you are interested in providing service in the schools,
please send resume to:

PSYCHOLOGICAL SERVICES DIVISION
HARRIS COUNTY DEPARTMENT OF EDUCATION
6300 IRVINGTON BLVD.
HOUSTON, TEXAS 77022
OR CALL

Carolyn O'Neal
694-6300 ext. 419

RECRUITMENT INQUIRY FORM

DATE PHONED: _____ or DATE RESUME RECEIVED: _____

NAME: _____

HIGHEST DEGREE: _____ Bachelor's
_____ Master's
_____ Doctorate

OCCUPATIONAL TITLE/CREDENTIAL:

- ☐ Licensed Psychologist
☐ Certified Psychologist
☐ Psychological Associate
☐ Associate School Psychologist
☐ Educational Diagnostician
☐ Speech Therapist
☐ Art Therapist
☐ Music Therapist
☐ Other _____

INTERESTED IN: _____ Full-Time
_____ Part-Time
_____ EitherBILINGUAL: _____ Yes
_____ NoADDRESS: _____

PHONE: _____ (work)

_____ (home)

DATE APPLICATION SENT: _____

PERSON TAKING REQUEST: _____

DATE: _____

MEMO TO: _____
 (Applicant's Name)

for the position of: _____
 County Department of Education
 Psychological Services Division

FROM: _____, Coordinator

Thank you for your interest in employment with our Division. We will be glad to consider your application upon receipt of:

1. Completed application form, with full addresses for all references;
2. Three reference forms with your signature of permission;
3. Transcript of your highest degree showing degree and date conferred (copy acceptable);
4. Handwritten letter, as requested on last page of application form (include any information which you believe will help us know you better, particularly as your skills apply to the public school setting);
5. Completed checklist of standardized and informal tests (if certified to do psycho-educational testing);
6. Vita or resume;
7. Xerox copy of all credentials (i.e., registration, certification, license);
8. Upon employment, the following will be needed for completion of your file:
 - A. A copy of Social Security card is required by law;
 - B. See your supervisor to complete an I-9 form. You have 3 choices: (1) Driver's License and Social Security card or (2) Passport or (3) Birth Certificate;
 - C. Recent photograph (requested but not required);
 - D. Completed employment verification forms;
 - E. Signed W-4 form, time sheets, and (if applicable) TRS form.

Psychological Services Division

Staff and Services

Goal: To provide school districts in Harris County with psychological and psychologically-related services

Type of Staff

Licensed Psychologist
 Baylor Psychology Interns
 Psychological Associate/
 Associate School Psychologist
 Educational Diagnostician
 School Counselor
 Music Therapist
 Art Therapist
 Speech Therapist

Types of Service Provided

Consulting, testing, counseling, and training
 Consulting, testing, counseling, and training
 Consulting, testing, counseling, and training
 Consulting, psycho-educational testing, and training
 Consulting, counseling, and training
 Consulting, music therapy, and training
 Consulting, art therapy, and training
 Consulting, speech therapy, and training

We employ both full-time and part-time staff.

APPLICATION FOR EMPLOYMENT

Application Date _____

NAME _____
Surname First MiddleADDRESS _____
Permanent Street City Phone Zip

SOCIAL SECURITY NUMBER _____

ARE YOU A MEMBER OF TEACHER RETIREMENT? _____ IF SO, NUMBER

OF YEARS _____ TEACHER RETIREMENT NUMBER _____

POSITION(S) APPLYING FOR _____

PHOTOGRAPH
required on
acceptance of
contract

WERE YOU PREVIOUSLY EMPLOYED BY _____ COUNTY DEPARTMENT OF EDUCATION? YES ___ NO ___

IF YES, WHEN? _____

LIST ANY RELATIVES WHO WORK FOR _____ COUNTY DEPARTMENT OF EDUCATION _____

IF YOU HAVE TAUGHT OR ATTENDED SCHOOL UNDER A DIFFERENT NAME, GIVE THAT NAME:

NAME _____

DO YOU HAVE ANY PHYSICAL CONDITION WHICH MAY LIMIT YOUR ABILITY TO PERFORM THE PARTI-
CULAR JOB FOR WHICH YOU ARE APPLYING? _____ IF YES, DESCRIBE THE CONDITION _____

EDUCATIONAL PREPARATION:

High School (Name and location) _____

Date of Graduation _____

Jr. College (Name and location) _____

Date of Graduation _____

PLEASE CHECK TESTS ACCORDING TO YOUR DEGREE OF FAMILIARITY

	Very Familiar (Used Frequently)	Somewhat Familiar (Used Some)	Unfamiliar (Never Used)
WISC-R			
WAIS-R			
WPPSI			
Stanford-Binet IV			
Cattell Infant Intelligence Scale			
Leiter International Performance Scale			
Bayley Infant Scales			
K-ABC			
Slosson			
Peabody Picture Vocabulary Test - R			
Peabody Individual Achievement Test			
Wide Range Achievement Test - R			
Woodcock Reading Mastery Test			
Woodcock-Johnson			
Brigance			
K-TEA			
Vineland - R			
Bender Visual Motor Gestalt			
Benton Visual Retention			
Draw-A-Person			
Thematic Apperception Test			
Sentence Completion			
Borschach			
Roberts Apperception Test			
Kinetic Family Drawing			

.....
 Please list any others: _____

 Please sign

APPLICANT REFERENCE FORM

RE: _____
Applicant_____
Position Desired

CONFIDENTIAL

The person named above has filed an application for employment with us. In completing the application, the applicant has given your name as one to whom we may refer for previous history.

Will you please help us by completing the inquiry on the reverse side of this letter and adding any personal comments you may care to make.

Please note that _____ County Department of Education has the applicant's permission to obtain this information.

Your cooperation and promptness in returning this inquiry will be appreciated. Please return in the enclosed, self-addressed, stamped envelope.

County School Superintendent

I hereby give my permission for you to complete a reference form furnished by _____ County Department of Education and to release the form with recommendations to CDE.

X _____
Date

X _____
Signature of Applicant

Date

Name

Street Address

City, State, Zip

Dear :

We received your application on date. We will call you for an appointment as soon as we have a scheduled time. If you have any questions, please call.

We appreciate your interest.

Sincerely,

Name, Coordinator

Psychological Services Division

Job Pool Interview Form

Name: _____ Date: _____ Interviewed by:
1. _____
2. _____

Applicant for: _____
(Job Title)

School district in which applicant resides: _____

School district in which applicant has office: _____

Background Information (no need to rewrite if clearly stated on resume):

High School:

College and Degrees:

Current State Certification Status:

Employment Experience (no need to rewrite if clearly stated on resume):

Name of Company	Dates Employed	Duties
-----------------	----------------	--------

What are your strengths for working in the schools?

What are your weaknesses?

Checklist of information for interviewer to provide applicant:

CDE organizational structure and relationship to school districts ____

Purpose of the job pool ____

Process of notifying districts about applicant ____

Salary and/or consultant pay ____ Bilingual ____

Map of county ____ Contract ____

Job description ____ Equipment ____

Social Security ____ Supplies ____

Teacher Retirement ____ Working hours ____

Insurance ____ Inservice requirements ____

Travel ____ Steps required for applicant to
complete certification
(if needed) ____

List of districts where applicant 1. _____

would be willing to work: 2. _____

3. _____

Consensus of interviewers regarding applicant: (Use scale of 1-5 with 5 being the highest to rate impressions of applicant for working in the schools on each of the following:)

Appearance	Education	Certification	Experience	Personality
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Make specific comments about any rating below 3.

Action Following Interview

To: Recruitment Secretary

From: _____ and _____
(interviewer) (interviewer)

Date:

Please take the following action regarding the attached file on:

(Name of applicant)

- [] Send letter inviting him/her to the job pool along with form called "Permission to Refer Applicant to the School Districts."
- [] This person will not be referred to the job pool. Please file folder with the inactive files.

Other instructions regarding folder:

Date

Name
Street Address
City, State, Zip

Dear :

We want to thank you for your interest in the Psychological Services Division of the County Department of Education. Although we have been able to fill all current service requests from school districts, we are establishing a "pool" of applicants who will be available as districts request additional service during the year. We are happy to make your file a part of this pool.

We would also like to make applicant names available to school districts when they choose to negotiate for service directly with the professional rather than contracting with the County Department of Education. To release your name, we need your permission. Please indicate your consent by signing the permission form and returning in the enclosed envelope to:

Recruitment Secretary
County Department of Education
Psychological Services Division
Street Address
City, State, Zip

Sincerely,

Name, Coordinator
Psychological Services Division

Permission to Refer Applicant to the School Districts

I give permission to the County Department of Education to release my name, address, phone number(s), and certification status to school district personnel who call requesting referrals for employment.

Signature

Date

Please Print Name

Date

Name
 Personnel Officer
 XXXX I.S.D.
 Street Address
 City, State, Zip

Dear :

Remember our discussion back in February about recruitment issues? We explored needs and possible solutions to critical shortages in certain personnel areas.

We at the CDE have followed up by designing and implementing two projects:

1. A job fair feasibility study: Are prospective personnel eing trained? We're surveying a random sample of 100 training institutions across America to find out. If indicated, consideration will be given to providing a job fair next year.
2. Local recruitment: We are happy to introduce you to our "Recruitment Pilot Project," in which we are generating pools of applicants in these categories:

Psychologists	Speech Therapists
Associate School Psychologists	Music Therapists
Educational Diagnosticians	Art Therapists

Procedures for accessing the pool are attached. Name, Coordinator for the project, will be contacting you for feedback to help us modify the system as we go along.

We are pleased to work with you on these very important tasks!

Sincerely,

Name, Coordinator
 Psychological Services Division

initials:

SAMPLE LETTER

RECRUITMENT PILOT PROJECT ACCESS PROCEDURES

Type of Assistance	Conditions	Contact
1. Contract with the CDE for a certain amount of service (full or part-time personnel).	1. The CDE will recruit, inservice, supervise, and pay service provider. See enclosed fee schedule and sample service contract.	1. Recruitment secretary 694-6300, ext. 419. She will refer you to a CDE coordinator who will provide further information and arrange to fill your requirements.
2. Receive list of applicants whom you may want to employ directly (full or part-time personnel).	2. ISD will inservice, supervise, and pay employee/service provider.	2. Recruitment secretary 694-6300, ext. 419. She will ask your needs and send a list of appropriate applicants who have been processed by the CDE.

PSYCHOLOGICAL SERVICES DIVISION
1989-1990 FEE SCHEDULE

# DAYS PER WEEK FOR 35 WEEKS	ANNUAL FEE
1	\$ 5,775
2	11,550
3	17,325
4	23,100
5	28,875
6	34,650
7	40,425
8	46,200
9	51,975
10	57,750
 Full-time Person (4 days per week for 35 weeks and 14 extra visits)	 \$ 25,410
 Half-time Person (2 days per week for 35 weeks and 7 extra visits)	 \$ 12,705
 <u>Psychologist</u>	 \$ 36 (Hour) 288 (Day)

SERVICE AGREEMENT

1988-89

AGREEMENT

County Department of Education will provide related services to the Independent School District as described below. This agreement may be terminated by either the School District or County Department of Education with thirty (30) days' notice.

ARRANGEMENT

#Days per Wk/35 Wks	Extra Days	Type(s) of Service	Total Cost
_____	_____	_____	\$ _____
_____	_____	_____	\$ _____
		GRAND TOTAL	\$ _____

ASSURANCE

To the best of my knowledge, no conflict of interest exists regarding the provision of services to the above-named Independent School District by the County Department of Education.

District Superintendent _____

Date _____

County School Superintendent _____

Date _____

MEMO TO: Personnel Officer/Special Education Director

FROM: Name, Director
Psychological Services Division
The County Department of Education

DATE:

RE: Critical Shortage Update Report

A pool of applicants is available for employment in the schools for the following positions:

Psychologist/Psychological Associate
Speech Therapist
Educational Diagnostician
Music Therapist
Art Therapist

If you are in need of one of these, please call the recruitment secretary at 694-6300, ext. 419.

Recruitment Request Documentation Form

Date _____ Person Receiving Request _____

District Person Calling _____

Name of District _____ District Phone # _____

Position Needed _____

of Days Per Week Needed _____

Check one:

_____ Service to be provided by the CDE Referred call to _____

_____ Person to be hired directly by district:

date list of applicants sent to district _____

district address _____

Comments:

Follow-up:

Date District Contacted _____

Person Contacted _____

Feedback Reported _____

(Sample of job pool list)
JOB POOL - ART THERAPIST

Name
Street Address
City, State, Zip
Phone #

Name - eligible for permit
Street Address
City, State, Zip
Phone #

MEMOTO:

FROM: Name, Coordinator
Psychological Services Division

DATE:

RE: "Recruitment Pilot Project" Feedback Form

On date, the Psychological Services Division mailed to you a list of possible applicants for employment in the following occupational category(s):

To help us evaluate our recruitment services, please fill in the following information and return it in the enclosed self-addressed envelope.

Thank you very much!

The information sent was helpful and we would like to see the service continue:
Yes ___ No ___

The following was/were hired from the list sent:

Name

Job Title

Comments:

Name (Please type or print)

I.S.D.

Signature

Date

APPENDIX F
JOB FAIR FEASIBILITY FORMS

College Graduate Critical Shortage Questionnaire

Dear College Placement Officer:

The Psychological Services Division of _____ County Department of Education is exploring the feasibility of providing a job fair designed to fill critical shortage Special Education positions. Please estimate beside each area listed below the number of graduates you anticipate having during the next two years. Also please indicate the percentage of those, based on your past experience, that would likely attend a job fair in City / County / State.

<u>Degreed Area</u>	<u># of Graduates</u>		<u>% to Possibly Attend Job Fair</u>	
	during May, 90	during May, 91	during May, 90	during May, 91
Psychology (Doctorate)				
Psychology (Masters)				
Speech Therapy				
Teachers for: Severely Handicapped				
Emotionally Disturbed				
Autistic				
Deaf				
Hospital				
General certification for Special Education				

Please return this form in the enclosed, stamped, self-addressed envelope by September 15, 1989.

MEMOTO: College Department Head

FROM: Name, Coordinator

DATE: 10-16-89

On September 15, 1989 you were sent a questionnaire like the one attached (except for a different color paper). If you did not respond to that mailing, please fill out the attached questionnaire and return in the enclosed stamped, self-addressed envelope.

Your input will help in making an important decision regarding a special education job fair.

Thank you very much!

College Graduate Critical Shortage Report

Degreed Area	# of Graduates		# of students to	
	during May, 90	during May, 91	Possibly Attend Job Fair during May, 90	during May, 91
Psychology (Doctorate)				
Psychology (Masters)				
Speech Therapy				
Teachers for:				
Severely Handicapped				
Emotionally Disturbed				
Autistic				
Deaf				
Hospital				
General certification for Special Education				

Critical Shortage Job Fair Voting Form

- [] I have reviewed the results of the college graduate survey and believe that the districts in this county could benefit from a nationwide Critical Shortage Job Fair for Special Education.
- [] I have reviewed the results of the college graduate survey and believe that the number of graduates are not sufficient for a job fair to be successful.

Signature _____

District _____

Title _____